**IEP Development: Procedures for Developing IEPs**

| **Requirement** | **Description** |
| --- | --- |
| **General requirements** | * The strengths of the student. * The concerns of the parents for enhancing the education of their student. * The results of the initial or most recent evaluation of the student. * The academic, developmental, and functional needs of the student. |
| **Consideration of special factors** | * Positive behavioral interventions and supports. * Language needs if limited English proficiency. * Blind or visually impaired. * Deaf or hard of hearing. * Assistive technology. |
| **Agreement** | * In making changes to a student’s IEP after the annual IEP team meeting, the parent of a student with a disability and the school district may agree not to convene an IEP team meeting for the purposes of making those changes and instead may develop a written document to amend or modify the student’s current IEP. |
| **Amendments** | * Changes to the IEP may be made by agreement between parents and school personnel by amending the IEP rather than by redrafting the entire IEP. Upon request, a parent must be provided with a revised copy of the IEP with the amendments incorporated. |